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ABSTRACT

This is the pre-assessment packet for the learning module on Interpersonal Perception. Exercises include open-ended questions, definitions, illustration of applications, opinion scales, word-choice, fill-in-the-blanks, yes/no, and multiple choice. (MM)

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PRE-ASSESSMENT

FOR

INTERPERSONAL PERCEPTION

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PRE-ASSESSMENT

Part I: The Cognitive Interpersonal Perception Task

A. Compare in writing (on a separate paper), or on audiotape, three theories of interpersonal perception. Give two differences and two similarities between Theory A and Theory B; between Theory B and Theory C; and between Theory C and Theory A.

B. In writing (on a separate paper) or on audiotape, state the names of three people connected with research in each of the theoretical frameworks you discussed in the previous question. Cite at least one important piece of research in each theoretical approach. Specify two implications of these findings for teaching and learning with special children. Select the theoretical approach you feel is the one you would choose to use and give three reasons for your preference.

C. In writing or on audiotape, use the definition of each of the following and state one difference and one similarity between each pair.

Concept Pair	Definition	Similarity	Difference
1. a) Theory and b) Concept			
2. a) Concept and b) Definition			
3. a) Definition and b) Label			

4

C. (cont.)

Concept Pair	Definition	Similarity	Difference
4. a) Behavior and b) Function			
5. a) Teacher and b) Learner			
6. a) Understanding and b) Comprehension			

C. (cont.)

Concept Pair	Definition	Similarity	Difference
7. a) Competency and b) Ability			
8. a) Education and b) Knowledge			
9. a) Motivation and b) Aspiration			

D. In writing or on audiotape, define briefly each of the following words. Give at least one illustration of the application of each in the context of interpersonal perception.

Concept	Definition	Illustration of Application
1. Perception		
2. Sensation		
3. Learning		
4. Performing		
5. Achieving		
6. Experiencing		
7. Cognitive		

D. (cont.)

Concept	Definition	Illustration of Application
8. Affective		
9. Emotional		
10. Intellectual		
11. Sensory		
12. Interpersonal		
13. Intrapersonal		
14. Empathy		
15. Sympathy		

8

D. (cont.)

Concept	Definition	Illustration of Application
16. Attitudes		
17. Values		
18. Beliefs		
19. Disability		
20. Handicap		
21. Exceptional		
22. Self-concept		
23. Conation		

D. (cont.)

Concept	Definition	Illustration of Application
24. Expression		
25. Set		
26. Interaction		
27. Communication		
28. Process		

(THIS IS THE END OF PART I. GO ON TO PART II.)

Part II: Teacher in the Classroom

Please fill in the following:

Name _____

Sex _____

Today's Date _____

Time Started _____

Time Ended _____

Now turn this page and, on the other side, draw a teacher at work in the classroom.

Note: Artistic ability is not part of the evaluation of this task.

This part of the pre-assessment will not be evaluated until you have completed the entire module.

(NOW GO ON TO PART III)

Part III: Social Opinion Scale

A. Please place a check in the appropriate column to designate whether you agree or disagree with each statement below.

	Agree	Disagree
1. The reality is that a child who is in a special class will never be able to attend a regular class.	1.____	____
2. Most exceptional children do not have normal mental ability.	2.____	____
3. Almost all children in special education classes will be able to graduate from high school some day.	3.____	____
4. Most children in special education classes will probably need institutionalization some day.	4.____	____
5. A large proportion of the children labeled as exceptional could learn to play the piano or a musical instrument if they were interested.	5.____	____
6. All children in classes for the exceptional should be able to join and participate in a regular Boy or Girl Scout group.	6.____	____
7. Many children in special education classes will be able to travel to distant cities (alone).	7.____	____
8. A very large proportion of disabled children can manage a family of their own when adults.	8.____	____
9. Practically any disabled child, as an adult, will be able to manage his or her own bank account.	9.____	____
10. Most disabled children will, when teen-aged or adult, have dates and participate in social activities.	10.____	____
11. Most exceptional children will as adults, be able to have regular paying jobs and be self-supporting.	11.____	____
12. All exceptional children can learn to communicate well enough to be understood by most people.	12.____	____

B. Try to think of a specific disabled person you have known or read about. Then circle the word or phrase in each pair below that is most applicable.

The person I am thinking of can be described as follows:

1. happy
   sad

2. good-looking
   ugly

3. likes things of his own
   likes other people's things

4. likes to talk a lot
   does not like to talk a lot

5. is scared of a lot of things
   is not scared of a lot of things

6. likes the way his clothes look
   does not like the way his clothes look

7. healthy
   sick

8. clean
   dirty

9. likes to do things with other people
   does not like to do things with other people

10. good
    bad

11. smart
    stupid

12. scared of a lot of people
    not scared of a lot of people

13. strong
    weak

14. likes his face
    does not like his face

C. Circle the word or phrase in each pair below that is most applicable.

When I was a child I could be described as follows:

1. happy
   sad

2. good-looking
   ugly

3. likes things of his own
   likes other people's things

4. likes to talk a lot
   does not like to talk a lot

5. is scared of a lot of things
   is not scared of a lot of things

6. likes the way his clothes look
   does not like the way his clothes look

7. healthy
   sick

8. clean
   dirty

9. likes to do things with other people
   does not like to do things with other people

10. good
    bad

11. smart
    stupid

12. scared of a lot of people
    not scared of a lot of people

13. strong
    weak

14. likes his face
    does not like his face

D. Circle the word or phrase in each pair below that is most applicable.

I think of myself now as follows:

1. happy
   sad

2. good-looking
   ugly

3. likes things of his own
   likes other people's things

4. likes to talk a lot
   does not like to talk a lot

5. is scared of a lot of things
   is not scared of a lot of things

6. likes the way his clothes look
   does not like the way his clothes look

7. healthy
   sick

8. clean
   dirty

9. likes to do things with other people
   does not like to do things with other people

10. good
    bad

11. smart
    stupid

12. scared of a lot of people
    not scared of a lot of people

13. strong
    weak

14. likes his face
    does not like his face

E. Circle the word or phrase in each pair below that is most applicable.

When I was a child, my teachers mostly thought of me as follows:

1. happy
   sad

2. good-looking
   ugly

3. likes things of his own
   likes other people's things

4. likes to talk a lot
   does not like to talk a lot

5. is scared of a lot of things
   is not scared of a lot of things

6. likes the way his clothes look
   does not like the way his clothes look

7. healthy
   sick

8. clean
   dirty

9. likes to do things with other people
   does not like to do things with other people

10. good
    bad

11. smart
    stupid

12. scared of a lot of people
    not scared of a lot of people

13. strong
    weak

14. likes his face
    does not like his face

F. Please respond by checking the appropriate blank or blanks for every statement.

1. A child who is seen as "different" in that he needs special teaching, should be in a

   a) regular class _____

   b) special class _____

   c) other (specify) _____

2. I think that some children with special needs should be designated or labeled as such in order to provide funding for their needs.

   yes _____

   no _____

   why _____

3. In order of preference, the label I would prefer for my child is (number according to preference: 1 is highest)

   a) mentally retarded _____

   b) emotionally disturbed _____

   c) brain injured _____

   d) learning disability _____

   e) physically handicapped _____

   f) neurologically impaired _____

   g) minimal brain dysfunction _____

(continued on next page)

4. I think all teachers should be prepared to cope with specific individual learning needs in the regular classroom, i.e., hearing loss, emotional disturbance, behavior problems, dyslexia.

yes _____

no _____

why _____

5. I would like to see a compulsory law stating that parents spend a minimum amount of time in their child's classroom (assuming employers were required to provide time off).

yes _____

no _____

why _____

6. I would like to see "schools in buildings" abolished and teachers out in the community (homes, hospitals, play centers, vocational settings, etc.).

yes _____

no _____

why _____

7. I feel it is more important, in teaching children, to pay attention to:

similarities _____

differences _____

other (specify) _____

why _____

8. Three crucial factors in educating children are (rank order: 1 is highest)

intelligence _____

academic skills _____

teacher attitudes _____

physical environment _____

G. Assume that the statements below refer to a Black child who is not physically disabled. Express your feelings by checking "yes" or "no" for each statement.

	Yes	No
1. I would find it harder to teach this child.	_____	_____
2. I would probably live in the same neighborhood as this child.	_____	_____
3. I might live in the same building as this child.	_____	_____
4. It would be nice to be in the same family as this child.	_____	_____
5. I might rent a place to live from this child's father.	_____	_____
6. I would like this child to be my child's friend.	_____	_____
7. I would like to be the friend of this child's parent.	_____	_____
8. I would probably have to do remedial teaching with this child.	_____	_____
9. I would not expect as much from this child as from others.	_____	_____
10. It would be better for this child to be with all others like him.	_____	_____

H. Assume that the statements below refer to a Black child who is physically disabled. Express your feelings by checking "yes" or "no" for each statement.

	Yes	No
1. I would find it harder to teach this child.	____	____
2. I would probably live in the same neighborhood as this child.	____	____
3. I might live in the same building as this child.	____	____
4. It would be nice to be in the same family as this child.	____	____
5. I might rent a place to live from this child's father.	____	____
6. I would like this child to be my child's friend.	____	____
7. I would like to be the friend of this child's parent.	____	____
8. I would probably have to do remedial teaching with this child.	____	____
9. I would not expect as much from this child as from others.	____	____
10. It would be better for this child to be with all others like him.	____	____

I. Assume that the statements below refer to a White child who is <u>not</u> physically disabled. Express your feelings by checking "yes" or "no" for each statement.

	Yes	No
1. I would find it harder to teach this child.	____	____
2. I would probably live in the same neighborhood as this child.	____	____
3. I might live in the same building as this child.	____	____
4. It would be nice to be in the same family as this child.	____	____
5. I might rent a place to live from this child's father.	____	____
6. I would like this child to be my child's friend.	____	____
7. I would like to be the friend of this child's parent.	____	____
8. I would probably have to do remedial teaching with this child.	____	____
9. I would not expect as much from this child as from others.	____	____
10. It would be better for this child to be with all others like him.	____	____

J. Assume that the statements below refer to a White child who <u>is</u> physically disabled. Express your feelings by checking "yes" or "no" for each statement.

	Yes	No
1. I would find it harder to teach this child.	____	____
2. I would probably live in the same neighborhood as this child.	____	____
3. I might live in the same building as this child.	____	____
4. It would be nice to be in the same family as this child.	____	____
5. I might rent a place to live from this child's father.	____	____
6. I would like this child to be my child's friend.	____	____
7. I would like to be the friend of this child's parent.	____	____
8. I would probably have to do remedial teaching with this child.	____	____
9. I would not expect as much from this child as from others.	____	____
10. It would be better for this child to be with all others like him.	____	____

(THIS IS THE END OF PART III. GO ON TO PART IV)

Part IV: Interpersonal Perception Evaluation

Name _____ Male _____ Ferale _____

Age _____ _____ Schooling completed _____
years months

Number of siblings in your family older than you _____ younger than you _____

Each of the pictures on pages 00-00 of your Resource Book shows something happening in a family or in school. You will be asked questions about the pictures. Answer the questions about the child the arrow is pointing to.

For each question choose the one answer you think is best. Place a check mark (✓) in the space next to the answer you choose. It is important to say what you think. If you are not sure, guess. Be sure that the number above the question you are looking at is the same as the number on the picture you are looking at.

Here is an example of the way you should answer the question: Look at Picture A. Now look at the questions for Picture A below:

Picture A

What is happening in picture A? Check one.

( ) 1. Being punished
(✓) 2. The cookie jar
( ) 3. The happy family

Picture A (cont.)

How do you think this child feels? Check one.

(✓) ashamed
( ) noisy
( ) pleased
( ) proud
( ) scared

How do you feel about what is happening to this child? Check one.

( ) Glad it is happening to him
( ) Sorry for him
( ) I don't care

How would you feel if this were happening to you? Check one.

( ) ashamed
( ) proud
( ) angry
( ) lonely
( ) pleased
( ) scared
( ) guilty
( ) noisy
( ) embarrassed

As you can see, this is a picture of an interpersonal situation involving a cookie jar, so a check mark was put in the space next to that answer. You can also see that the child under the arrow in the picture looks ashamed, so a check mark was put in the space next to that word.

Now look at the next question on your answer sheet: How do you feel about what is happening to this child? Check one; Now look at the last question for this picture - Picture A. Choose any word you want to, and place a check mark next to it. You have now answered four (4) questions by checking one answer for each question.

Now look at the first picture in the Resource Book and answer the questions under Picture No. 1 on your answer sheet. Be sure the number on the answer sheet and on the picture are the same. Also be sure that you have checked <u>one</u> answer for each of the four (4) questions for each picture. Go on until you finish all twenty pictures.

<u>Picture No. 1</u>

What is happening in Picture No. 1? Check one.

( ) 1. The new bed
( ) 2. The doctor comes
( ) 3. Playing hooky

How do you think this child feels? Check one.

( ) glad
( ) ignored (not cared for)
( ) lazy
( ) miserable
( ) scared

How do you feel about what is happening to this child? Check one.

( ) Glad it is happening to him
( ) I don't care
( ) Sorry for him

How would <u>you</u> feel if this were happening to <u>you</u>?

( ) glad
( ) ignored (not cared for)
( ) in pain
( ) lazy
( ) lonely
( ) miserable
( ) proud
( ) sad
( ) scared

Picture No. 2

What is happening in Picture No. 2? Check one.

( ) 1. A train ride
( ) 2. A day in school
( ) 3. A ride in a car

How do you think this child feels? Check one.

( ) confused
( ) worried
( ) hungry
( ) satisfied
( ) joyful

How do you feel about what is happening to this child? Check one.

( ) I don't care
( ) Glad it is happening to her
( ) Sorry for her

How would you feel if this were happening to you? Check one.

( ) satisfied
( ) joyful
( ) worried
( ) frustrated
( ) confused
( ) hungry
( ) annoyed

Picture No. 3

What is happening in Picture No. 3? Check one.

( ) 1. A trip to the park
( ) 2. Being punished
( ) 3. The accident

How do you think this child feels? Check one.

( ) annoyed (upset)
( ) in pain (hurt)
( ) not liked
( ) pleased
( ) tired

Picture No. 3 (cont.)

How do you feel about what is happening to this child? Check one.

( ) Sorry for him
( ) Glad it is happening to him
( ) I don't care

How would you feel if this were happening to you? Check one.

( ) hurt (in pain)
( ) tired
( ) pleased
( ) not liked
( ) proud
( ) unloved
( ) upset (annoyed)
( ) unhappy

Picture No. 4

What is happening in Picture No. 4? Check one.

( ) 1. The angry teacher
( ) 2. The spoiled child
( ) 3. The arithmetic lesson

How do you think this child feels? Check one.

( ) pleased with herself
( ) angry at her teacher
( ) angry at herself
( ) interested
( ) tired

How do you feel about what is happening to this child? Check one.

( ) Glad it is happening to her
( ) Sorry for her
( ) I don't care

Picture No. 4 (cont.)

How would you feel if this were happening to you?

( ) bored
( ) angry at teacher
( ) happy
( ) interested
( ) tired
( ) satisifed
( ) pleased with herself
( ) angry at herself

Picture No. 5

What is happening in Picture No. 5? Check one.

( ) The broken toy
( ) The report card
( ) The argument

How do you think this child feels? Check one.

( ) interested
( ) jealous
( ) mixed up (confused)
( ) not happy (sorry)
( ) proud

How do you feel about what is happening to this child? Check one.

( ) Glad it is happening to him
( ) I don't care
( ) Sorry for him

How would you feel if this were happening to you? Check one.

( ) glad
( ) interested
( ) jealous
( ) loved
( ) miserable
( ) mixed up (confused)
( ) not happy (sorry)
( ) sad
( ) proud

Picture No. 6

What is happening in Picture No. 6? Check one.

( ) 1. The furniture mover
( ) 2. The teacher's favorite
( ) 3. The clumsy one

How do you think this child feels? Check one.

( ) stupid
( ) small
( ) embarrassed
( ) smart
( ) loved

How do you feel about what is happening to this child? Check one.

( ) Glad it is happening to him
( ) Sorry for him
( ) I don't care

How would you feel if this were happening to you? Check one.

( ) smart
( ) embarrassed
( ) loved
( ) angry
( ) upset
( ) hurt
( ) stupid
( ) small

Picture No. 7

What is happening in Picture No. 7? Check one.

( ) 1. The boxing match
( ) 2. Playing a game
( ) 3. Being punished

Picture No. 7 (cont.)

How do you think this child feels? Check one.

( ) ashamed
( ) glad
( ) good
( ) surprised (upset)
( ) warm

How do you feel about what is happening to this child? Check one.

( ) I don't care
( ) Sorry for him
( ) Glad it is happening to him

How would you feel if this were happening to you? Check one.

( ) angry
( ) ashamed
( ) glad
( ) good
( ) loved
( ) proud
( ) guilty
( ) warm
( ) surprised (upset)
( ) scared

Picture No. 8

What is happening in Picture No. 8? Check one.

( ) 1. The gym class
( ) 2. The happy hooker
( ) 3. The children

How do you think this child feels? Check one.

( ) smart
( ) pretty
( ) unhappy
( ) dirty
( ) sad

Picture No. 8 (cont.)

How do you feel about what is happening to this child? Check one.

( ) Sorry for her
( ) Glad it is happening to her
( ) I don't care

How would you feel if this were happening to you? Check one.

( ) dirty
( ) sad
( ) smart
( ) proud
( ) ugly
( ) pretty
( ) embarrassed
( ) unhappy

Picture No. 9

What is happening in Picture No. 9? Check one.

( ) 1. The merry-go-round
( ) 2. New boy on the street
( ) 3. A visit to grandma

How do you think this child feels? Check one.

( ) ashamed
( ) in pain (hurt)
( ) not wanted (left out)
( ) playful
( ) scared

How do you feel about what is happening to this child? Check one.

( ) I don't care
( ) Sorry for him
( ) Glad it is happening to him

Picture No. 9 (cont.)

How would you feel if this were happening to you? Check one.

( ) happy
( ) hurt (in pain)
( ) ashamed
( ) jealous
( ) wanted
( ) proud
( ) scared
( ) not wanted (left out)
( ) playful
( ) angry

Picture No. 10

What is happening in Picture No. 10? Check one.

( ) In the dark
( ) The accident
( ) The late student

How do you think this child feels? Check one.

( ) hurt (in pain)
( ) confused
( ) pleased
( ) lucky
( ) delighted

How do you feel about what is happening to this child? Check one.

( ) Sorry for her
( ) I don't care
( ) Glad it is happening to her

How would you feel if this were happening to you? Check one.

( ) pleased
( ) embarrassed
( ) lucky
( ) furious
( ) confused
( ) frustrated
( ) hurt (in pain)
( ) delighted

Picture No. 11

What is happening in Picture No. 11? Check one.

( ) 1. The football game
( ) 2. The fighting boy
( ) 3. The new baby

How do you think this child feels? Check one.

( ) jealous
( ) mad (in a rage)
( ) sorry
( ) strong
( ) unhappy

How do you feel about what is happening to this child? Check one.

( ) Glad it is happening to him
( ) I don't care
( ) Sorry for him

How would you feel if this were happening to you? Check one.

( ) ashamed
( ) happy
( ) scared
( ) proud
( ) sorry
( ) loved
( ) unhappy
( ) mad (in a rage)
( ) strong
( ) miserable
( ) jealous

Picture No. 12

What is happening in Picture No. 12? Check one.

( ) Playing games
( ) Helping the teacher
( ) Showing off

Picture No. 12 (cont.)

How do you think this child feels? Check one.

( ) excited
( ) lazy
( ) annoyed
( ) bored
( ) interested

How do you feel about what is happening to this child? Check one.

( ) Sorry for him
( ) Glad it is happening to him
( ) I don't care

How would you feel if this were happening to you? Check one.

( ) sorry
( ) excited
( ) confused
( ) angry
( ) bored
( ) lazy
( ) upset
( ) interested

Picture No. 13

What is happening in Picture No. 13? Check one.

( ) 1. The fight
( ) 2. Daddy comes home
( ) 3. Playing hide and seek

How do you think this child feels? Check one.

( ) brave
( ) protected (safe)
( ) friendly
( ) scared
( ) tired

Picture No. 13 (cont.)

How do you feel about what is happening to this child? Check one.

( ) Glad it is happening to him
( ) Sorry for him
( ) I don't care

How would you feel if this were happening to you? Check one.

( ) brave
( ) friendly
( ) lonely
( ) happy
( ) mad
( ) proud
( ) safe (protected)
( ) sad
( ) scared
( ) tired

Picture No. 14

What is happening in Picture No. 14? Check one.

( ) 1. The lazy boy
( ) 2. The cheat
( ) 3. Working together

How do you think this child feels? Check one.

( ) angry
( ) cold
( ) wanted
( ) furious
( ) accepted

How do you feel about what is happening to this child? Check one.

( ) Sorry for him
( ) Glad it is happening to him
( ) I don't care

Picture No. 14 (cont.)

How would you feel if this were happening to you? Check one.

( ) embarrassed
( ) angry
( ) accepted
( ) funny
( ) furious
( ) cold
( ) wanted
( ) silly

Picture No. 15

What is happening in Picture No. 15? Check one.

( ) 1. A visit to a grave
( ) 2. A walk in the park
( ) 3. The argument

How do you think this child feels? Check one.

( ) angry
( ) like crying
( ) lonely
( ) scared
( ) shy

How do you feel about what is happening to this child? Check one.

( ) Glad it is happening to him
( ) I don't care
( ) Sorry for him

How would you feel if this were happening to you? Check one.

( ) happy
( ) angry
( ) like crying
( ) guilty
( ) proud
( ) lonely
( ) miserable
( ) scared
( ) sad
( ) shy

Picture No. 16

What is happening in Picture No. 16? Check one.

( ) 1. Hide and seek
( ) 2. Being punished
( ) 3. The troubled child

How do you think this child feels? Check one.

( ) lonely
( ) ashamed
( ) loved
( ) poor
( ) picked on

How do you feel about what is happening to this child? Check one.

( ) Glad it is happening to him
( ) Sorry for him
( ) I don't care

How would you feel if this were happening to you?

( ) ashamed
( ) sheltered
( ) poor
( ) picked on
( ) loved
( ) lonely
( ) sad

Picture No. 17

What is happening in Picture No. 17 Check one.

( ) 1. An evening at home
( ) 2. A boy with no friends
( ) 3. Work to be done

How do you think this child feels? Check one.

( ) angry
( ) ignored (not cared about)
( ) miserable
( ) sorry for himself
( ) safe

Picture No. 17 (cont.)

How do you feel about what is happening to this child? Check one.

( ) I don't care
( ) Sorry for him
( ) Glad it is happening to him

How would you feel if this were happening to you? Check one.

( ) ashamed
( ) angry
( ) pleased
( ) ignored
( ) sorry for himself
( ) sad
( ) proud
( ) miserable
( ) scared

Picture No. 18

What is happening in Picture No. 18? Check one.

( ) 1. The bad boy
( ) 2. The writing lesson
( ) 3. The broken pencil

How do you think this child feels? Check one.

( ) furious
( ) angry
( ) pleased
( ) spoiled
( ) smart

How do you feel about what is happening to this child? Check one.

( ) Glad it is happening to him
( ) Sorry for him
( ) I don't care

Picture No. 18 (cont.)

How would you feel if this were happening to you? Check one.

( ) angry
( ) pleased
( ) smart
( ) stupid
( ) embarrassed
( ) spoiled
( ) furious
( ) frustrated

Picture No. 19

What is happening in Picture No. 19? Check one.

( ) 1. Being punished
( ) 2. The accident
( ) 3. The happy family

How do you think this child feels? Check one.

( ) in pain
( ) pleased
( ) scared
( ) upset
( ) yellow

How do you feel about what is happening to this child? Check one.

( ) I don't care
( ) Sorry for him
( ) Glad it is happening to him

How would you feel if this were happening to you? Check one.

( ) comforted
( ) in pain
( ) friendly
( ) proud
( ) pleased
( ) scared
( ) upset
( ) yellow

Picture No. 20

What is happening in Picture No. 20? Check one.

( ) 1. The guilty child
( ) 2. The lesson
( ) 3. The argument

How do you think this child feels? Check one.

( ) jealous
( ) included
( ) warm
( ) not wanted
( ) interested

How do you feel about what is happening to this child? Check one.

( ) Glad it is happening to him
( ) Sorry for him
( ) I don't care

How would you feel if this were happening to you? Check one.

( ) interested
( ) not wanted
( ) sad
( ) lonely
( ) included
( ) warm
( ) jealous
( ) happy

(THIS IS THE END OF PART IV. GO ON TO THE NEXT PAGE)

When you have finished all four parts of the pre-assessment, give them to your instructor for scoring. (Remember that either you or he will keep Part II to be evaluated along with the post-assessment.) Meet with your instructor for an evaluation of your performance on the pre-assessment. If you need to do some additional reading, the list of selections begins on page 15 of the module. If you are going to start the module right away, turn to page 17 and begin.